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ABSTRACT

In May 1985, a survey was conducted by Napa Valley College (NVC) to determine the salary and personnel practices of the 48 single-campus community college districts in California and compare them with personnel practices at NVC. The survey focused on salary and benefit allocations in school budgets, estimated reserves or ending balance in 1984-85, administrative encouragement of staff participation in community-based activities, promotion of staff and career development, salary schedules and ranges, collective bargaining, and employer-employee relations. Study findings, based on a 56% response rate, included the following: (1) NVC allocated a higher percentage of its 1984-85 budget to salaries and benefits (79%) than did the other colleges in the sample (74%); (2) 58% of the respondents made a concerted effort to encourage administrators to participate in community-based activities through means such as certificates of appreciation and features in college and community publications; (3) 54% of the colleges, including NVC, had written policies for encouraging career development among faculty and staff; (4) 88% of the colleges used negotiations to determine salary increases for classified staff, 74% for faculty, and 14% for administrators; and (5) 51% used both in-house and outside negotiators in the last contract negotiations. The survey instrument is included. (EJV)

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SURVEY OF PERSONNEL PRACTICES AT SINGLE-CAMPUS COMMUNITY COLLEGE DISTRICTS IN CALIFORNIA

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NAPA VALLEY COLLEGE

SURVEY OF PERSONNEL PRACTICES AT SINGLE-CAMPUS

COMMUNITY COLLEGE DISTRICTS IN CALIFORNIA

In May, 1985, a 20-item survey on salary and personnel practices was sent to each of the 48 single-campus community college districts in California. Completed surveys were obtained from 28 (56 percent) of the community colleges to whom they were sent. The findings of this study on the personnel practices at Napa Valley College compared to those at other community colleges are presented in this report, although the responses for Napa Valley College are reported separately from those of the other 27 community colleges involved.

RESULTS

Percentage of Total Budget Allocated to Salaries and Benefits

As shown in Table 1, Napa Valley College allocated a higher percentage of its 1984-85 budget to salaries and benefits than did the other colleges in the sample (79 percent vs. 74 percent). Napa Valley College differs from the other institutions in the sample in that it devoted a greater share of its budget to part-time faculty salaries and benefits (14 percent vs. 10 percent) and administrative/certificated other salaries and benefits (15 percent vs. 13 percent). The proportion of the budget devoted to the combined salaries and benefits for full-time faculty (29 percent) and for classified staff (22 percent) at Napa Valley College was similar to that found at the other colleges in the sample.

Table 1

PERCENTAGE OF THE TOTAL 1984-85 COLLEGE BUDGET ALLOCATED TO STAFF SALARIES AND BENEFITS*

	Average Salary		Average Benefits		Total Salary & Benefits	
	NVC	Other Colleges	NVC	Other Colleges	NVC	Other Colleges
Full-Time Faculty	25%	29%	4%	4%	29%	29%
Part-Time Faculty	13%	9%	1%	1%	13%	10%
Classified Staff	16%	17%	6%	5%	22%	22%
Admin/Other Certif	12%	11%	3%	2%	15%	13%
Total	66%	62%	14%	12%	79%	74%

*Note: Figures do not include part-time classified staff hourly help. They represent 3 percent of the total budget at Napa Valley College.

Estimated Reserves or Ending Balance in 1984-85

Napa Valley College's reserve, or ending balance, in 1984-85 was approximately $330,000, a figure that represents about 3 percent of the total budget. As illustrated in Table 2, one-third of the colleges in the sample had reserves between 0 and 5 percent. The remaining two-thirds of the colleges had an ending balance that was in excess of 5 percent of their 1984-85 budget.

The colleges were divided between those that had a district policy of maintaining a minimum reserve (52 percent) and those that didn't have such a policy (48 percent). Napa Valley College doesn't have such a policy.

Table 2

ESTIMATED RESERVES IN 1984-85

Reserves As a Percentage of the Total Budget	
0-5%	33%
6-9%	38%
10% or higher	29%

Administrative Encouragement of Staff Participation in Community-Based Activities

Respondents to the survey were asked to indicate the extent to which the administration at their college made a concerted effort to encourage faculty members, classified staff, and administration to participate in community-based activities. As illustrated in Table 3, the administration of the majority of colleges (58 percent) made a concerted effort to encourage administrators but not faculty (8 percent) or classified staff (4 percent) to become involved in community-based activities.

Table 3

ADMINISTRATIVE ENCOURAGEMENT OF STAFF PARTICIPATION IN COMMUNITY-BASED ACTIVITIES

	Faculty	Classified Staff	Administrators
Concerted Effort	8%	4%	58%
Some Effort	56%*	48%	34%*
Very Little Effort	36%	48%*	8%

* Napa Valley College

Methods Used to Encourage Staff Participation in Community Activities

Staff participation in community activities is recognized at 40 percent of the colleges through such means as certificates of appreciation and features in college and community publications. This is the practice followed at Napa Valley College. With one exception, participation in community activities is not considered in decisions regarding salary step increases.

Respondents from seven of the colleges in the sample listed additional methods used by the administration at their institutions to promote staff participation in community-based activities. The methods cited ranged from having a board policy requiring administrators to participate in community activities, to adhering to a long-standing practice of having administrators participate in service clubs and community activities, to reimbursing administrators for costs incurred in taking part in community service activities.

Table 4

METHODS FOR ENCOURAGING STAFF PARTICIPATION IN COMMUNITY ACTIVITIES

	Faculty	Classified Staff	Administrators
Certificates of Appreciation, Features in College Publications	40%	40%	40%
Participation Considered in Salary and Step-Increase Decisions	8%	8%	0%

Percentage of Colleges Which Have Written Policies and Procedures for Encouraging Career Development of Faculty and Staff

In addition to Napa Valley College, 54 percent of the colleges in the sample have written policies and procedures for encouraging career development of faculty and staff. The remaining 46 percent of the colleges do not have written policies regarding this subject, although several institutions are in the process of developing such documents.

Methods Used to Promote Staff Development

All of the colleges in the sample promote professional development of their staffs. When asked if their college encourages staff development in addition to such typical approaches as conferences, sabbaticals, and/or workshops, 76 percent of the respondents answered in the affirmative. Administrators from 21 of the 28 colleges in the sample gave descriptions of the methods used at their institutions to promote staff participation in professional development activities. The following is a summary of the activities that were listed.

* A health enhancement program is made available to faculty and staff.

* An amount of $100 is set aside for each faculty member to attend conferences and in-service classes.

* The local board of trustees awards special training grants for faculty and staff.

* Salary increments are provided to faculty upon completion of their sixteenth, twentieth, and twenty-fifth years of service. These salary increases are contingent upon completion of pre-approved courses.

* Salary increases ranging from $40 to $300 per year are awarded to classified staff for successful completion of professional growth activities.

* Stipends and reimbursements are provided to offset educational costs incurred by staff who are participating in a professional development activity.

* Brochures describing the staff development activities completed by staff.

* Separate staff development committees for faculty, classified staff, and management meet during the year to plan professional growth activities. Approximately six to eight staff development activities take place each month.

* Staff are encouraged to visit other community colleges during semester break.

* A staff development program is being instituted for 1985-86.

* Faculty in technical fields are placed in business and industry during the summer so that they can keep up in their fields.

* Use of consultants to assist faculty in such areas as curriculum revisions and grant writing.

* Fifteen days of in-service training are set aside each year for staff development.

* Participantion in staff development activities is publicized through such means as brochures, newsletters, and speeches.

* All full-time faculty must complete a professional development plan every three years. Participation in community activities must be part of that plan.

* A mentor plan involves having an employee work on a special project with a manager selected for his or her expertise in the employee's area of interest.

* Release time and/or flex-time is provided to staff who need to take a class during their regular work day.

* Accelerated salary advancements are awarded to faculty who complete an approved professional development project.

Methods Useed to Encourage Staff Participation in Career Development Activities

One-third or more of the colleges use recognition as a means to encourage their staffs to participate in professional development activities. This is the approach used at Napa Valley College. As illustrated in Table 5, participation in professional development activities is considered in salary and step-increase decisions at fewer than one in six of the colleges.

Table 5

METHODS USED TO ENCOURAGE STAFF PARTICIPATION IN CAREER DEVELOPMENT ACTIVITIES

	Faculty	Classified Staff	Administrators
Certificates of Appreciation, Features in College Publications	37%	33%	37%
Participation Considered in Salary and Step-Increase Decision	14%	11%	3%

Procedures Used to Determine Salary Schedules

One-third of the colleges use salary schedules at other community colleges of similar sizes in determining their salary schedules for faculty and administrators. At 60 percent of the colleges, the salary schedules for classified staff are based on responsibilities of the position as determined by a classification system. The information presented in Table 7 shows the variety of procedures used in determining salary schedules.

Table 6

PROCEDURES TO DETERMINE SALARY SCHEDULES

	Faculty	Classified Staff	Administrators
Based on Salary Schedules at All California Community Colleges	33%*	7%	33%
Based on Salary Schedules of Colleges on Basis of:			
ADA	33%	22%	22%
Size	22%*	22%	14%*
Geographic Area	14%	22%*	18%
Based on Responsibilities As Determined by Classification System	0%	59%	22%
Based on Internal Equity Comparisons Only	0%	14%	7%
Based on Negotiations and Dollars Available	70%	70%	37%
Based on What Is Given to Other Groups	29%	33%	62%

* Napa Valley College

Basis for Determining the Size of Salary Increases

The percentage of colleges which used negotiations in determining the size of salary increases ranged from 88 percent for classified staff to 74 percent for faculty, to 14 percent for administrators. Other factors considered in determining salary increases for faculty and classified staff are income and ADA projections for the following year (40 percent) and the size of the ending balance (33 percent). The size of salary increases for administrators is based on the following factors: size of increase granted to other bargaining units (55 percent), income or ADA projections for the following year (33 percent), and the size of the ending balance (25 percent).

Table 7

BASIS TO DETERMINE SIZE OF SALARY INCREASES

	Faculty	Classified Staff	Administrators
Size of Ending Balance	33%*	33%*	25%*
Income or ADA Projections	40%	40%	33%
Merit Pay	0%	0%	3%
Negotiations	74%*	88%*	14%
Size of Increase to Other Units	29%*	33%*	55%*

* Napa Valley College

Salary Ranges for Some Administrative Positions

Respondents to the survey were asked to indicate the 1984-85 annual salary for each of 14 administrative positions. In most instances, the actual annual salary of the administrator holding the position was provided. In those cases where a schedule of salaries was furnished, the midpoint of the salary schedule was used in computing the average salary for the position. The averages and ranges of the annual salaries for each of the positions considered in this survey are reported in Table 8. The wide variation in salaries granted to administrators with the same title is due in part to the differences among colleges in the repsonsibilities they assign to a particular position.

Table 8

SALARIES FOR ADMINISTRATIVE POSITIONS

	Napa Valley College	Current Salary*	Range
Chief Academic Affairs Officer	$56,515	$57,469	$47,777-$68,370
Chief Instructional Officer	--	$52,845	$46,092-$63,456
Chief Student Services Officer	$45,495	$53,654	$40,000-$65,743
Chief Business/Financial Officer	$56,515	$53,235	$41,406-$67,310
Head of Instructional Division	$44,272	$50,475	$39,600-$59,126
Chief Personnel Officer	$51,262	$43,963	$22,898-$59,126
Public Relations Officer	$36,420	$28,182	$ 9,540-$45,893
Chief Accountant/Controller	$36,420	$38,714	$22,116-$52,509
Research & Development Officer	$44,272	$46,604	$30,312-$56,291
Director of Admissions	$33,026	$38,862	$23,360-$60,072
Director of Maintenance & Operations	$40,151	$38,862	$17,086-$53,455
Head of Campus Security	$27,180	$27,258	$16,224-$45,699
Head of Financial Aid	$33,026	$32,111	$16,309-$57,564
Bookstore Manager	$29,969	$26,074	$12,411-$37,608

* For other colleges.

Evaluation of Administrative Staff

Administrators are subject to an annual or periodic formal evaluation at 88 percent of the colleges in the sample. Administrators at Napa Valley College are evaluated on an annual basis.

Collective Bargaining

Role of the Board of Trustees. Contrary to the practice followed at Napa Valley College, the Board of Trustees at 77 percent of the colleges does not have any direct involvement in collective bargaining negotiations.

Length of most recent negotiations. The approximate length of the most recent negotiations with the faculty bargaining units lasted over ninety days at 45 percent of the colleges, thirty-one to ninety days at 45 percent of the institutions, and less than one month at 25 percent of the colleges. The approximate length of time taken to complete the most recent negotiations with the bargaining units for classified staff was very similar to that reported for the faculty.

Table 9

LENGTH OF MOST RECENT NEGOTIATIONS

	30 Days or Less	31 - 90 Days	90 Days or More
Faculty	25%	29%	45%
Classified	23%	30%	46%

Employer-Employee Relations

Employer-employee relations were characterized as excellent (32 percent) or good (41 percent) by administrators at 73 percent of the colleges which participated in this study. Administrators at the remaining 27 percent of the colleges viewed their employer-employee relations as fair (19 percent) or poor (6 percent). At Napa Valley College, employer-classified staff relations were judged as good, and relations between management and faculty were rated as fair. As shown in Table 11, employer-employee relations at most colleges were not adversely affected during their most recent negotiations period.

Table 10

RATING OF EMPLOYER-EMPLOYEE RELATIONS

	During the Year	During Negotiations
Excellent	32%	34%
Good	41%*	37%**
Fair	19%***	13%
Poor	6%	13%

* Napa Valley College Classified
** Napa Valley College
*** Napa Valley College Faculty

Employer Relations with Bargaining Units During Most Recent Negotiations Period

During the most recent negotiations period, managers at the majority of the colleges characterized their relations with classified staff and faculty bargaining units as generally cooperative. The data presented in Table 11 shows that management's relations with the classified staff bargaining unit were more likely to be regarded as generally cooperative than their relations with the faculty bargaining units (70 percent vs. 56 percent). At the other end of the ratings continuum, managers at 30 percent of the colleges rated their relationship with the faculty bargaining unit as somewhat adversarial (21 percent) or generally adversarial (9 percent) during the most recent period of contract negotiations. By way of comparison, management at Napa Valley College perceived their relations with the classified staff bargaining unit as generally cooperative and their relations with the faculty bargaining unit as somewhat cooperative during the most recent period of contract negotiations.

Table 11

EMPLOYER RELATIONS WITH BARGAINING UNITS

	Faculty Bargaining Unit	Classified Bargaining Unit
Generally Cooperative	56%	70%*
Somewhat Cooperative	13%*	16%
Somewhat Adversarial	21%	7%
Generally Adversarial	9%	3%

* Napa Valley College

Use of Outside Negotiators in Collective Bargaining

Just over one-half (51 percent) of the colleges used both in-house and outside negotiators in their last contract negotiations. Thirty-two percent of the college relied solely on in-house negotiators and 17 percent hired an outside firm to direct their most recent contract negotiations with their collective bargaining units. None of the colleges which appointed staff members to serve as in-house negotiators provided them with extra pay for the assignment.

Employer-employee relations and management's relations with the various bargaining units were more likely to be regarded as positive at those colleges which used in-house negotiators than those which relied upon outside negotiators and/or a combination of in-house and outside negotiators.

Differences Between Actual and Projected Budget for 1984-85

Respondents to the survey were asked to state their projected budget expenditures and their actual budget expenditures for 1984-85. As illustrated by Table 12, a greater percentage of the colleges spent less money than was budgeted than those who expended more money than they had projected to spend (55 percent vs. 45 percent). The average difference between projected and actual expenditures for 1984-85 was 6. ercent. Colleges that expended less than they had projected were off their estimates by 6.9 percent; those that spent more than they had planned to in 1984-85 under-budgeted by 5 percent. In 1984-85 Napa Valley College spent $140,555, or 1.25 percent, more than was projected.

Table 12

ACTUAL AND PROJECTED BUDGETS FOR 1984-85

	Percentage of Colleges	Average Discrepancy Between Actual and Projected Budget
Colleges Spending Less Than Projected in 1984-85 Budget	55%	+ 6.9%
Colleges Spending More Than Projected in 1984-85 Budget	45%	- 5.0%
Difference Between Actual and Projected Expenditures		6.3%

NAPA VALLEY COLLEGE

SALARY SURVEY

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DIRECTIONS: The information you supply on this questionnaire will be summarized with the responses from other community colleges. Please complete this questionnaire as soon as possible, and return it in the enclosed postage-paid envelope by TUESDAY, JUNE 11, 1985. Please call Jose Peralez at (707) 253-3369 if you have any questions about this survey.

1. What percentage of your total 1984-85 college budget is allocated to each of the following categories?

   1. Full-time faculty: ____% salaries; ____% benefits
   2. Part-time faculty: ____% salaries; ____% benefits
   3. Classified staff: ____% salaries; ____% benefits
   4. Administrative Staff (certificated & non-certificated): ____% salaries; ____% benefits
   5. Other certificated: ____% salaries; ____% benefits
   6. Estimated reserves or ending balance in 1984-85: ____%.

   Please list the titles of the positions that you included in the "Other cerficated" category.

   _____

   _____

   Does your district have a policy of maintaining a minimum reserve or ending balance?

   _____ 1. Yes _____ 2. No

   If yes, _____%

2. To what extent does the administration at your college encourage faculty members, classified staff, and administrators to participate in community-based activities (e.g., service clubs and organizations; community events such as art fairs, fund-raising activities; advisory committees)? Please check the appropriate response for each group of employees.

	Faculty	Classified Staff	Administrators
1. A concerted effort is made to encourage participation in community-based activities	____	____	____
2. Some effort is made to encourage participation in community-based activities.	____	____	____
3. Very little is done to encourage participation in community-based activities	____	____	____

3. Which of the following methods are used at your college to encourage staff participation in community activities? Please check the appropriate responses.

	Faculty	Classified Staff	Administrators
1. Recognition is given through such means as certificates of appreciation, features in college publications.	____	____	____
2. Participation in community activities is considered in salary and step increase decisions.	____	____	____
3. Other (please specify)_____			

_____

_____

4. Do you have written policies and procedures for encouraging career development of faculty and staff? (We would appreciate receiving a copy of your staff development policies and procedures.)

   _____ 1. Yes _____ 2. No

5. Does your college promote staff development in addition to such typical approaches as conferences, sabbaticals, and/or workshops?

   _____ 1. Yes _____ 2. No

   If yes, please describe the methods used to encourage staff to participate in professional development activities.

   _____

   _____

   _____

   Please estimate the annual cost of these additional staff development activities. $ _____

6. Which of the following methods are used at your college to encourage staff participation in career development? Please check the appropriate responses.

	Faculty	Classified Staff	Administrators
1. Recognition is given through such means as certificates of appreciation, features in college publications.	____	____	____
2. Participation in community activities is considered in salary and step increase decisions.	____	____	____

7. **How do you determine salary schedules for each of the following groups? Please check all that apply.**

	Faculty	Classified Staff	Administrators
1. Based on salary schedules at all California community colleges.	____	____	____
2. Based on salary schedules of colleges selected on the basis of:			
ADA	____	____	____
Size	____	____	____
Geographic Area	____	____	____
3. Based on responsibilities of the position as determined by a classification system.	____	____	____
4. Based on internal equity comparisons only.	____	____	____
5. Based on negotiations and dollars available.	____	____	____
6. Based on what is given to other groups (ex: if a bargaining group gets a 5% increase, administrators get a 5% increase).	____	____	____
7. Other (please specify)_____			

_____

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8. If administrative salary increases are not tied directly to salary increases of the bargaining units at your college, how are they determined?

_____

_____

_____

_____

9. On what basis is the size of salary increases computed at your college for each of the following groups? Please check the appropriate responses.

	Faculty	Classified Staff	Administrators
1. Size of the ending balance.	____	____	____
2. Income or ADA projections for following year.	____	____	____
3. Merit pay	____	____	____
4. Negotiations	____	____	____
5. Size of increase granted to other bargaining units	____	____	____
6. Other (please describe)	____	____	____

_____

_____

_____

10. Are adminstrative staff subject to an annual, or periodic formal evaluation?

____ 1. Yes ____ 2. No

If yes, please forward a copy of your evaluation instrument and procedures.

11. What is the 1984-85 annual salary for each of the following administrative positions at your college? Please enclose copies of your 1984-85 salary schedules for administrators, faculty, and classified staff.

	Current Salary
1. Chief Academic Affairs Officer	$_____
2. Chief Instructional Officer	$_____
3. Chief Student Services Officer	$_____
4. Chief Business/Financial Officer	$_____
5. Head of Instructional Division	$_____
6. Chief Personnel Officer	$_____
7. Public Relations Officer	$_____
8. Chief Accountant/Controller	$_____
9. Research & Development Officer	$_____
10. Chief Student Services Officer	$_____
11. Director of Admissions	$_____
12. Director of Maintenance & Operations	$_____
13. Head of Campus Security	$_____
14. Head of Financial Aid	$_____
15. Bookstore Manager	$_____

12. Does your board of trustees have any direct involvement with collective bargaining negotiations?

____ 1. Yes ____ 2. No

13. What was the approximate length of your most recent negotiations with each of your bargaining units?

	30 Days or Less	31-90 Days	90 Days or more
1. Faculty	____	____	____
2. Classified	____	____	____

14. How would you rate employer-employee relations at your college?

____ 1. Excellent

____ 2. Good

____ 3. Fair

____ 4. Poor

15. How would rate the employer-employee relations at your college during your most recent negotiations period?

____ 1. Excellent

____ 2. Good

____ 3. Fair

____ 4. Poor

16. How would you describe your relationship with your bargaining units during the most recent period of contract negotiations?

	Faculty Bargaining Unit	Classified Bargaining Unit
Generally Cooperative	____	____
Somewhat Cooperative	____	____
Somewhat Adversarial	____	____
Generally Adversarial	____	____

17. In your last contract negotiations did you utilize: (check the most appropriate response)

____ 1. Outside Negotiators

____ 2. In-House Negotiators

____ 3. Both In-House & Outside Negotiators

If you used in-house negotiators, did they receive extra pay for the assignment? _____

18. What was your projected budget for 1983-84?

$ _____

19. What was your actual total expenditure for 1983-84?

$ _____

20. What was your estimated ADA for 1984-85?

$ _____

NAME OF COLLEGE _____

PERSON COMPLETING QUESTIONNAIRE _____

WOULD YOU LIKE A COPY OF THE RESULTS? _____

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